**World Language**

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| **Language / Level** | **Spanish – Grade 5** |
| **Performance Range** | **Novice Mid/High** |
| **Stage 1: Desired Results** | |
| **Theme/Topic** | **Exploring Time and Place: Let’s Explore Mexico** |
| **Essential Question** | **What makes a place special?** |
| **Learning Scenario** | |
| Students will prepare for and then “travel” to various locations in Mexico. They will begin their trip in (place) where they will explore the places, food, animals and other unique characteristics. They will talk about what they like and don’t like and will comment on what they want to do while there. They will continue to explore Mexico as they visit….. While in Mexico they will observe a Day of the Dead celebration and will see the Monarch Butterfly preserves. As they travel they will create a “scrapbook” that they will share with others. | |
| **Unit Goals** | |
| Learners will be able to:   * Introduce themselves to others * Say what they like to do both at home and while traveling in Mexico * Describe Mexico and places in Mexico * Talk about what they want and don’t want to do both at home and in Mexico * Make simple comparisons between US and Mexico - weather, flags, food | |

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| **Stage 2: Assessment Evidence** | |
| **Summative Performance Tasks** | |
| **Interpretive** | |
| * Students will select an appropriate image based on what they hear being described. * Students will match simple written descriptions to images. * Students will look at simple tourist ads and comment on what they understand. | |
| **Presentational** | **Interpersonal** |
| Students will create a multimedia journal that includes information about their trip to Mexico. They will share this journal with others. Journal - pictures and captions of their trip to each region of Mexico. | Students will share pictures from their trip with others and will ask and answer questions to find out what they and others like and want to do. |

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| **Can Do Statements** | | | |
| **Interpretive** | (L) | | |
| **Presentational** |  | | |
| **Interpersonal** |  | | |
| **Supporting**  **Functions** | | **Supporting**  **Structures/Patterns** | **Priority**  **Vocabulary** |
| Greet and Leave others | | Hello (Greetings) | Activities - associated with Mexico  Weather  Animals - iguana, Monarch, Jaguar  Adjectives - size, color  Mexican foods |
| Getting to know you (in future years) | | What is your name?  My name is…. |
| State some simple facts about (Oaxaca) | |  |
| Talk about where I and others want or don’t want to go | | Where do you want to go?  I want to go to (Mexico).  Do you prefer (x) or (y)?  I want to go to (x).  Do you want to go to…  Yes, I want to…  No, I don’t want to…  Yes, because |
| Talk about what I and others like and don’t like to do | | Do you like…  Yes, I like..  No, I don’t like |
| Talk about what I and others want to eat | | Do you want to eat (food)  Yes, it looks good... |
| Name animals unique to Mexico | | What is that?  It’s …  Indefinite articles |
| Describe animals | | Ser  Adjectives/colors  Adjective agreement |
| Compare flag of Mexico and US | | The flag of Mexico is…, but the flag of the US is…. |
| Describe places | | What is (name of place) like?  It is big, small, interesting, beautiful…. |
| Comment on what Mexico has/doesn’t have | | In Mexico, there is…  There isn’t a  What makes Mexico special? |
| **Resources** | | | |
| **Spanish** | [www.paismaravillas.mx](http://www.paismaravillas.mx)  <http://www.atozteacherstuff.com/Themes/Mexico/index.shtml>    **Link to tour of Mexico:** [**https://www.youtube.com/watch?v=kU6nK3v9ld4**](https://www.youtube.com/watch?v=kU6nK3v9ld4)  **OR:** [**https://www.youtube.com/watch?v=TGV9In3n-h0**](https://www.youtube.com/watch?v=TGV9In3n-h0)  **OR** [**https://www.youtube.com/watch?v=\_SPz\_Jpf3aA**](https://www.youtube.com/watch?v=_SPz_Jpf3aA)  **Day of the Dead**  **Animals, wild life/Jaguar (Jaguar song :)** [**https://www.youtube.com/watch?v=iBWy7SCm3dA**](https://www.youtube.com/watch?v=iBWy7SCm3dA)**)**  **This video shows neat authentic life AND it includes Palacio Nacional in case we want to do Independence Day:** [**https://www.youtube.com/watch?v=nrHtTmBNc6c**](https://www.youtube.com/watch?v=nrHtTmBNc6c)  **Info on Oaxaca’s Guelaguetza: <http://www.mexonline.com/history-guelaguetza.htm>**  **4 Locations:**  **Start with passport/introductions/feelings/greetings**  **Google Earth to Mexico**  **Show video**  **Oaxaca**  **- traditional, Guelaguetza celebration, clothing, colors, animals (<https://www.youtube.com/watch?v=tzIkzsYbLyo>)**   * **la comida** * **bailar**   **Yucatan Peninsula**  **- beaches, Mayan ruins, animals**   * **Animals (colors)** * **Things to do on beach** * **Mayan ruins (look for children’s book with simple sentences)**   **Monarch Butterflies**  [**http://www.si.edu/Imax/Movie/71?scrlybrkr=1efbb568#**](http://www.si.edu/Imax/Movie/71?scrlybrkr=1efbb568)  <http://www.atozteacherstuff.com/Themes/Mexico/index.shtml> | | |
| **Stage 3: Learning Experiences** | | | |
| **Mode** | **Key Learning Activities/Formative Assessments** | | |
| *Hook* |  | | |
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**Working notes:**

* Free passport template: <https://www.teacherspayteachers.com/Product/PASSPORT-1238529>
* Geography
* Holidays
* Food
* History (Mayas, Aztecas)
* Introductions
* School life
* Family life
* Indigenous Tribes
* Similarities between Mexico and Chicago
* Kid’s life: what they play, what they like
* Landmarks and famous monuments
* Monterrey - similar to America, mountains
* Mexico City - history, colors (flag)
* introductions/feelings/greetings
* touring the city/museums/flag of Mexico/population/compare to chicago?)